

Education

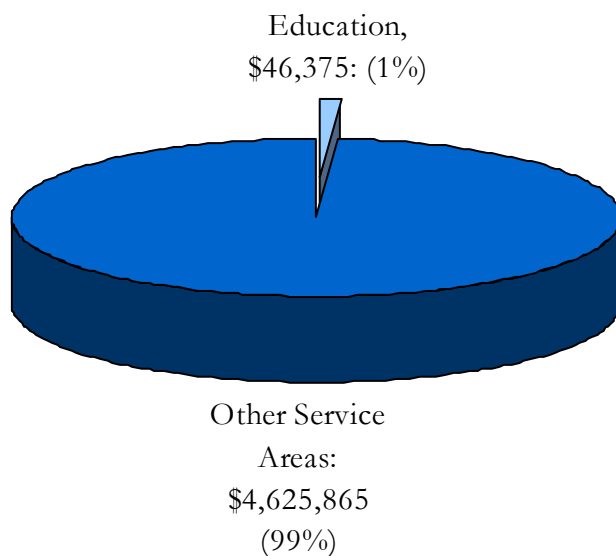
Goals and Services

Programs within this service area promote and support academic preparedness (school readiness) as well as educational attainment and success. Some examples of services provided by programs within this service area include early childhood education; academic support or enrichment; literacy, G.E.D., and adult basic education; English as a Second Language (ESL) classes; out-of classroom activities or programs whose goals are academic-oriented (e.g. math or science camps), language or literacy fluency and/or proficiency classes; and computer or technology literacy.

Contracted Service Providers included in this Service Area

| | |
|--|-----|
| Literacy Austin | 137 |
| Reading is Fundamental of Austin | 141 |

Percent of Investment in Education and Other Service Areas, 2008



Highlights of Community Conditions

TCHHS/VS has departmental and contracted programs that offer education services. Contracted services in this issue area address literacy-based educational services for both school-aged and adult populations. Increases in Travis County's Limited English Proficient (LEP) population and growth in economically disadvantaged and at-risk student populations may lead to an increased demand for these educational services.

Educational attainment greatly impacts earnings. Individuals with a bachelor's degree have median earnings 90% greater than high school graduates and over 127% greater than individuals without a high school diploma or equivalent.¹⁰⁶

Nativity influences educational attainment. Those who are native-born are more likely to have graduated from high school. Only 8% of the county's native-born population has less than a high school education, compared to 41% of foreign-born adults.¹⁰⁷ Among both native-born and foreign-born residents, the percentages are very similar (within 1-2%) for both high school graduates and graduate/professional degrees. However, there is a marked difference for college attendance and graduation. Only 41% of foreign-born individuals residing in Travis County have attended or graduated from college, compared to 74% of the native-born Travis County population.¹⁰⁸

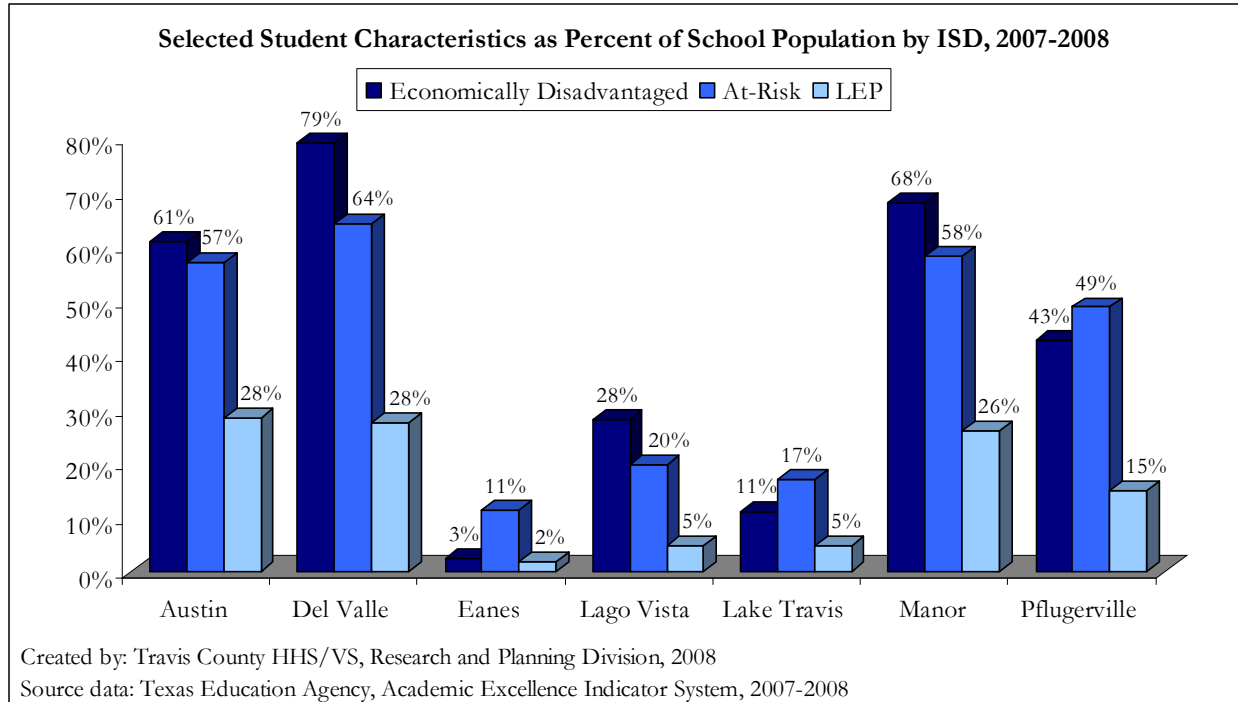
| Educational Attainment by Nativity | | | | |
|---|-------------|---------|--------------|---------|
| Travis County, 2007 | | | | |
| | Native-Born | | Foreign-Born | |
| | Number | Percent | Number | Percent |
| Less than high school graduate | 39,935 | 8% | 55,996 | 41% |
| High school graduate (includes equivalency) | 85,370 | 18% | 23,855 | 17% |
| Some college or associate's degree | 132,397 | 28% | 17,297 | 13% |
| Bachelor's degree | 143,515 | 30% | 19,696 | 14% |
| Graduate or professional degree | 78,737 | 16% | 19,535 | 14% |

Created by: Travis County HHS/VS, Research and Planning Division, 2008

Source data: U.S. Census Bureau, American Community Survey, 2007

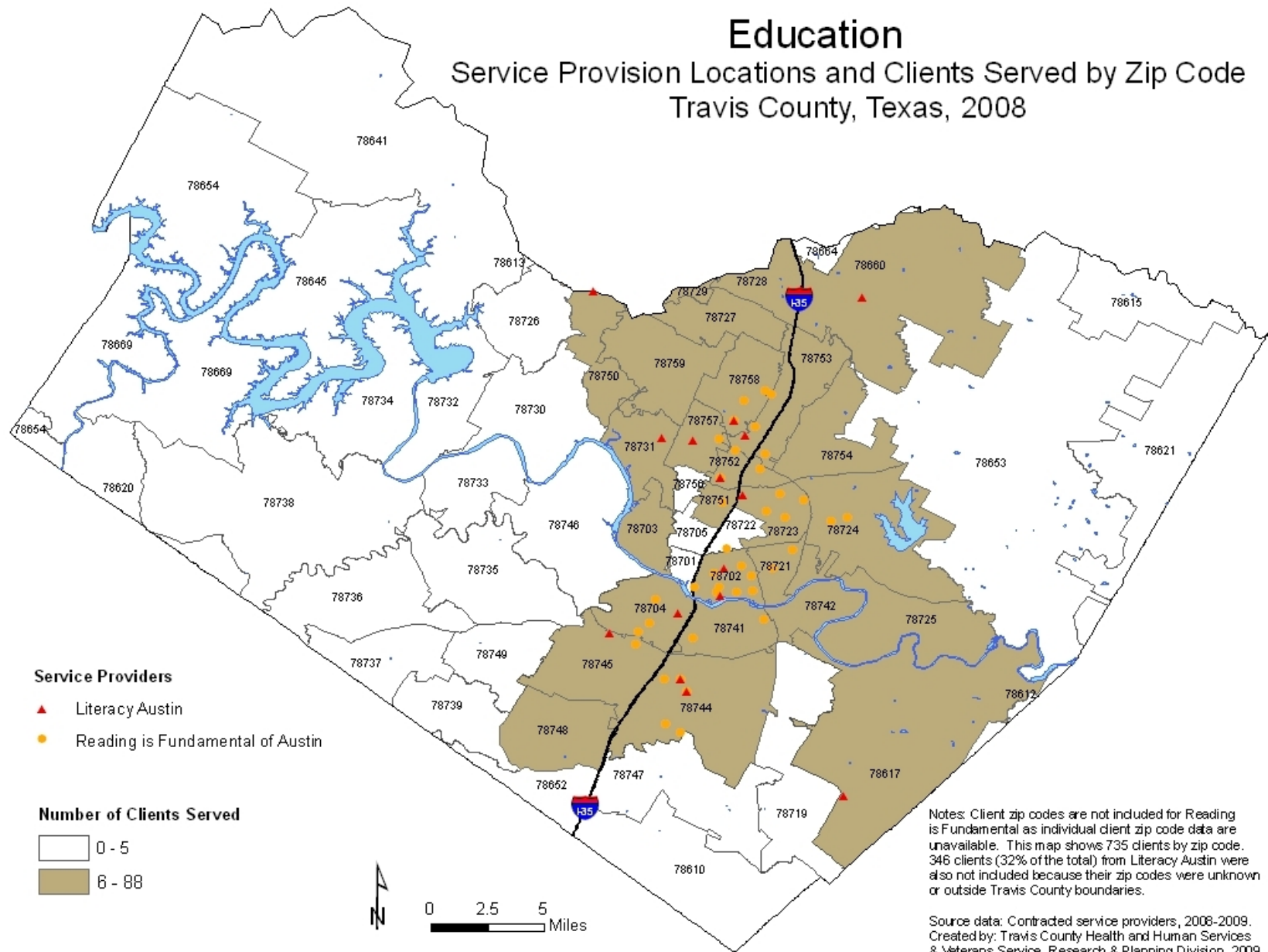
In schools serving Travis County,¹⁰⁹ 23% of students are classified as LEP, exceeding the statewide average of 17%.¹¹⁰ **LEP, economically disadvantaged and at-risk student populations have grown at a rate double that of the total student population.** While the overall county school population increased 12% from 2003 to 2008, the economically disadvantaged student population increased by 24% and the LEP population by 45% over the same 5-year period.¹¹¹ At-risk^y student growth has also increased, 21% from 2004-2008, compared to an 8% growth in the overall student population.¹¹²

^y A student is identified as at-risk of dropping out of school based on state-defined criteria. Please refer to the 2007-2008 AEIS Glossary for at-risk student criteria: <http://www.tea.state.tx.us/perfreport/aeis/2008/glossary.html>. At-risk student data are unavailable prior to 2004.



English proficiency and risk status correlate with both low TAKS scores and low high school graduation rates. Three-quarters of the total student population (grades 3-11 in county schools) successfully met the 2008 TAKS standard; however, this percentage dropped to 51% for LEP students and 55% for at-risk students.¹¹³ TAKS passing rates rose from 2007 across all of these populations, but an achievement gap remains for both LEP and at-risk students. Similarly, high school graduation rates vary according to these student characteristics. The average graduation¹¹⁴ rate for all students, grades 9-12, is 82.0%.¹¹⁵ LEP student graduation rates are significantly lower at 40.7%¹¹⁶, even less than the at-risk student graduation rate (68.4%).¹¹⁷

Almost a third (32.7%) of the Travis County population speaks a language other than English in the home, and **13.7% of individuals report that they speak English less than “very well.”**¹¹⁸ Foreign-born individuals have greater difficulty with English. Over three-quarters (76%) of foreign-born Spanish speakers and over a third (36%) of foreign-born speakers of other languages report that they speak English less than “very well.”¹¹⁹ Contracting agencies in this issue area report an increased demand for classes of English as a Second Language.



Literacy Austin^z

Adult Basic Education and English as a Second Language

Program Description

Literacy Austin provides instruction in basic literacy and English as a Second Language (E.S.L.) instruction. The goals of these services are to reduce the rate of functional illiteracy and help students begin reading in order to learn, improve the quality of their lives, and strive for greater economic stability.

Funding

The total TCHHS/VS investment in the Adult Basic Education and English as a Second Language program for 2008 was \$33,249. This investment comprised 6.8% of the total program budget.

Eligibility Criteria

Services are provided to Travis County residents age 17 and older who read below the fifth grade reading level.

^z Please note that Literacy Austin merged with LifeWorks in January 2008, after the TCHHS/VS contract was finalized.

Client Demographics

Over half (52%) of this program's clients were female. A slight majority (54%) of clients did not report their age. For those clients with reported ages, 21% were in the 25 to 36 age group and 16% were ages 37 to 55. Almost two-thirds (64%) of clients were Hispanic or Latino, and 67% of clients were White. Most (81%) clients had unspecified income levels. (See Appendix C for specific guideline income levels.)

Program staff note that they are in the process of creating a more accurate system to capture client demographic data.

| Gender | Number | Percent | Age | Number | Percent |
|---------------------------|---------------|----------------|-------------------------|---------------|----------------|
| Female | 566 | 52% | 13 to 17 | 7 | 1% |
| Male | 336 | 31% | 18 to 24 | 68 | 6% |
| Balance – Not Specified | 179 | 17% | 25 to 36 | 222 | 21% |
| <i>Total</i> | <i>1,081</i> | <i>100%</i> | 37 to 55 | 169 | 16% |
| | | | 56 to 74 | 32 | 3% |
| | | | 75 and Over | 1 | 0.1% |
| Ethnicity | | | Balance – Not Specified | 582 | 54% |
| Hispanic or Latino | 690 | 64% | <i>Total</i> | <i>1,081</i> | <i>100%</i> |
| Not Hispanic or Latino | 198 | 18% | | | |
| Balance – Not Specified | 193 | 18% | | | |
| <i>Total</i> | <i>1,081</i> | <i>100%</i> | | | |
| | | | | | |
| Race | | | Income | | |
| Asian | 74 | 7% | <50% of FPIG | 73 | 7% |
| Black or African American | 56 | 5% | 50% to 100% | 67 | 6% |
| White | 721 | 67% | 101% to 150% | 32 | 3% |
| Balance – Multiple Races | 194 | 18% | 151% to 200% | 15 | 1% |
| Balance – Not Specified | 36 | 3% | >200% | 13 | 1% |
| <i>Total</i> | <i>1,081</i> | <i>100%</i> | Balance – Not Specified | 881 | 81% |
| | | | <i>Total</i> | <i>1,081</i> | <i>100%</i> |

Note: Percentages may not total 100 due to rounding.

Client Zip Codes

Over a quarter (27%) of clients had unknown zip codes. For those clients with known zip codes, 15% were in the East area. The Northeast and Southeast areas each comprised 13% of the client population. (See Appendix E for zip code classification map.)

Program staff note that they are in the process of creating a more accurate system to capture client zip code data.

| Central | Number | Percent | North | Number | Percent | Northeast | Number | Percent | Southwest | Number | Percent |
|----------------------------|------------|--------------|------------------------|------------|--------------|------------------------|------------|--------------|------------------------|-----------|-------------|
| 78701 | 2 | 0.2% | 78727 | 10 | 0.9% | 78621 | 2 | 0.2% | 78704 | 42 | 3.9% |
| 78705 | 2 | 0.2% | 78728 | 6 | 0.6% | 78653 | 2 | 0.2% | 78735 | 1 | 0.1% |
| 78751 | 9 | 0.8% | 78729 | 6 | 0.6% | 78660 | 16 | 1.5% | 78737 | 1 | 0.1% |
| 78756 | 3 | 0.3% | 78757 | 8 | 0.7% | 78664 | 2 | 0.2% | 78745 | 28 | 2.6% |
| <i>Total Central</i> | <i>16</i> | <i>1.5%</i> | 78758 | 88 | 8.1% | 78752 | 29 | 2.7% | 78748 | 13 | 1.2% |
| | | | 78759 | 10 | 0.9% | 78753 | 79 | 7.3% | 78749 | 2 | 0.2% |
| East | | | <i>Total North</i> | <i>128</i> | <i>11.8%</i> | 78754 | 13 | 1.2% | <i>Total Southwest</i> | <i>87</i> | <i>8.0%</i> |
| 78702 | 45 | 4.2% | | | | <i>Total Northeast</i> | <i>143</i> | <i>13.2%</i> | | | |
| 78721 | 16 | 1.5% | Northwest | | | Southeast | | | West | | |
| 78722 | 1 | 0.1% | 78726 | 3 | 0.3% | 78617 | 18 | 1.7% | 78620 | 1 | 0.1% |
| 78723 | 56 | 5.2% | 78730 | 3 | 0.3% | 78719 | 4 | 0.4% | 78703 | 10 | 0.9% |
| 78724 | 27 | 2.5% | 78731 | 12 | 1.1% | 78741 | 62 | 5.7% | 78733 | 3 | 0.3% |
| 78725 | 12 | 1.1% | 78734 | 2 | 0.2% | 78742 | 6 | 0.6% | 78746 | 1 | 0.1% |
| <i>Total East</i> | <i>157</i> | <i>14.5%</i> | 78750 | 26 | 2.4% | 78744 | 50 | 4.6% | <i>Total West</i> | <i>15</i> | <i>1.4%</i> |
| Other/Unknown | | | <i>Total Northwest</i> | <i>46</i> | <i>4.3%</i> | 78747 | 2 | 0.2% | | | |
| Other | 57 | 5.3% | | | | <i>Total Southeast</i> | <i>142</i> | <i>13.1%</i> | | | |
| Unknown | 290 | 26.8% | | | | | | | | | |
| <i>Total Other/Unknown</i> | <i>347</i> | <i>32.1%</i> | | | | | | | | | |

Note: Percentages may not total 100 due to rounding.

Performance Goals and Results

Literacy Austin exceeded all but one of its target performance expectations. Staff members note that they worked diligently to place students into classes and minimize the wait between orientation and class placement. An Assessment Coordinator joined the program late in the third quarter of 2008 and will focus on increasing the number of clients tested in 2009.

Adult Basic Education and E.S.L. Performance Measures, Actual Results, and Goals for 2008

| Performance Measure | Total Program Performance Results | Total Program Performance Goals | % of Total Program Performance Goal Achieved |
|---|--------------------------------------|------------------------------------|--|
| <i>Outputs</i> | | | |
| Number of unduplicated clients served | 1,081 | 1,000 | 108% |
| Number of clients who have personalized goals | 929 | 768 | 121% |
| <i>Outcomes</i> | | | |
| Percentage of clients tested who achieved a 10-point increase in the Test for Adult Basic Education (TABE) test score | 53% (18/34) | 60% (66/110) | 88% |
| Percentage of clients tested who achieved a 4-point increase in the Basic English Skills Test (BEST) test score | 77% (125/163) | 75% (127/169) | 102% |

Reading is Fundamental of Austin^{aa}

Elementary School Program

Program Description

Reading is Fundamental gives books to children from low-income families. In turn, the program hopes to motivate the children to become lifelong readers and teach parents effective ways of creating print-rich environments in their homes.

Funding

The total TCHHS/VS investment in the Elementary School Program for 2008 was \$13,126. This investment comprised 3.9% of the total program budget.

Eligibility Criteria

This program serves children enrolled in the Austin Independent School District elementary schools that have a large majority of students who come from low-income households.

Client Demographics and Client Zip Codes

Individual client demographics and zip codes are unavailable, and thus, are not included.

^{aa} Please note that Reading is Fundamental of Austin and Capital Area Reach Out and Read have merged to form BookSpring.

Performance Goals and Results

Reading is Fundamental met the target range of performance for all output and outcome measures. Staff members report that the program is undergoing a full review and update of its evaluation processes. Their new system should provide more timely feedback and consequently improve their programming. They expect the system to result in more comprehensive reporting in 2009.

Elementary School Program Performance Measures, Actual Results, and Goals for 2008

| Performance Measure | Total Program Performance Results | Total Program Performance Goals | % of Total Program Performance Goal Achieved |
|--|--------------------------------------|------------------------------------|--|
| <i>Outputs</i> | | | |
| Number of unduplicated clients served | 22,011 | 23,500 | 94% |
| Number of new books distributed | 67,656 | 70,500 | 96% |
| Number of service hours provided by volunteers reading to children and helping them select their books | 33,828 | 35,250 | 96% |
| <i>Outcomes</i> | | | |
| Percentage of students who completed the attitude/behavior survey and reported improved attitude/behavior (i.e., reading their books more than once, talking about their books with others, stating they like to read) | 82% (3,978/4,874) | 85% (7,990/9,400) | 96% |
| Percentage of parents who completed the survey and reported improved knowledge and skills | 84% (3,082/3,650) | 85% (3,995/4,700) | 99% |